



# **INSTRUCTIONS FOR NATIONAL SCHOOL-TO-WORK PROGRESS MEASURES SURVEY JULY 1, 1996–JUNE 30, 1997**

This document is intended to assist local partnerships in completing the Progress Measures Survey. Please distribute to all local partnerships along with the survey instrument.

The first page covers general questions about the Survey and the following pages provide section-by-section explanations. This document is not a substitute for the directions appearing in the Survey; rather, it provides additional information and examples that will be useful to partnerships.

The Progress Measures Survey covers only some of the issues defined in Section 402 of the School to Work Opportunities Act (STWOA). The National School-to-Work Office is involved in a variety of other projects addressing Section 402, many involving local partnerships.

If you have questions about the Survey or about this document, you may contact Cathy Ramer at MPR Associates, Inc. at (510) 849-4942.

## **GENERAL QUESTIONS ABOUT THE PROGRESS MEASURES SURVEY**

***Do all partnerships need to complete the Progress Measures Survey?***

Yes, all local partnerships whether planning or implementation should complete the survey.

## ITEM DESCRIPTIONS FOR SELECTED QUESTIONS

### LOCAL PARTNERSHIP BACKGROUND INFORMATION PAGE

#### 1) How is your local partnership funded?

If your partnership receives both types of funding, check both boxes. Only Urban Rural Opportunities Grantees (UROGs) qualify to receive both types of funding.

### SECTION I-A. PUBLIC SCHOOL STUDENTS IN YOUR LOCAL PARTNERSHIP

The Act encourages the involvement of both public and non-public schools. For survey purposes, it was determined that local partnerships would be better equipped to collect information from public schools, hence this question asks only for documentation of the public school population.

In this section, please report the total number of public school students in the area that your partnership serves. Count all students in the partnership, not just those that are actively participating in school-to-work.

Please identify students as elementary or secondary school students in accord with the following government classifications (National Center for Education Statistics).

*Elementary:* A school classified as elementary by state and local practice and composed of any span of grades not above grade eight. Preschool or kindergarten is included under this heading only if it is an integral part of an elementary school or a regularly established school system.

*Secondary:* A school that has any span of grades beginning with the next grade following an elementary or middle school (usually grade 7, 8, or 9) and ending with or below grade 12.

*Middle/junior high school:* As classified by state and local practice.

For this question, please count students only once.

#### The “all other configurations” category

If your partnership includes schools and students that do not fit into an elementary, middle, or secondary classification, please use the “all other configurations” line. Examples include K–12 schools,

#### I-A. PUBLIC SCHOOL STUDENTS IN YOUR LOCAL PARTNERSHIP

In each section of the table below please write the total number of public school students in your partnership. Please count each student only once. If you are not able to classify a student as being an elementary, middle, or secondary school student, please record those students in the “All Other Grade-Level Configurations” line and describe the type of configuration on the next page. **Count all students whether or not they are involved in school-to-work activities.**

Complete each line. Please enter zero (0) for none.

	Number of Public School Students
Elementary	_____
Middle/Junior High School	_____
Secondary (includes vocational-technical high schools, area vocational schools, and math/science academies, etc.)	_____
All Other Grade-Level Configurations (includes unified K-12 schools and ungraded)	_____
Total Number of Students in Your Partnership	_____

If you have identified any students in the “All Other Configurations” category, please fill out section I-B on the next page. Otherwise skip to section II.

ungraded schools (including children in correctional facilities and residential hospitals), grade 4–9 schools, etc. Record the total count of students in these other schools on the line provided. Please count students in these schools only once. For example, if you have a K–12 school, please record it on the “All other configurations line”; do not count students in these schools in any other categories.

Please do not count postsecondary institutions in the “all other configurations.”

#### Total line



Please take a moment and check to be sure that the sum of the elementary, middle, secondary, and other school students is equal to the number reported on the total line.

## SECTION I-B. ALL OTHER GRADE-LEVEL CONFIGURATIONS

If in section I-A you indicated a number of students in “all other configurations” category, please complete section I-B. If you do not have schools or students in the “all other configurations” category, you may skip Section I-B.

In section I-B please describe the types of “other” configurations that exist in your partnerships and the number students for each by indicating the grade spans they cover (i.e., K–12, K–9, ungraded, etc.) Please spell out any unusual abbreviations or acronyms.

If you need additional space, please use the rest of page three.

## SECTION II. PARTICIPATION IN THE LOCAL PARTNERSHIP BY POSTSECONDARY INSTITUTIONS

In this section we would like to know the number of postsecondary institutions that are *actively* participating in your partnership. Please include only those postsecondary institutions providing a service or otherwise involved in planning the activities of the local partnership.

A **Private Career School (Proprietary School)** is “an educational institution that is under private control but whose profits derive from revenues subject to taxation. Private career schools typically include postsecondary institutions that are independently owned and operated as a profit making enterprise” (Source: National Center for Education Statistics).

### II. PARTICIPATION IN THE LOCAL PARTNERSHIP BY POSTSECONDARY INSTITUTIONS

How many postsecondary institutions are **involved** in your local school-to-work partnership?

Complete each line. Please enter zero (0) for none.

	Participating Number of Postsecondary Institutions
<b>Public Postsecondary Institutions</b>	
Two-year institutions	_____
Four-year institutions	_____
Other	_____
<b>Private Postsecondary Institutions</b>	
Two-year institutions	_____
Four-year institutions	_____
Other	_____
<b>Private Career Schools</b>	_____

### SECTION III. PUBLIC ELEMENTARY SCHOOL STUDENT PARTICIPATION—CAREER AWARENESS ACTIVITIES

In this section an elementary school may be counted as participating in more than one activity. For example, a school may offer one-time visits to business establishments as well as offer career fairs. You would then count this school twice, once for “One-time events” and once for “Significant career information influencing the delivery of curriculum.”

A note on double counting: although you may count the same schools twice here, please do not count the same activity in more than one category.

#### ***One-time events***

This category is intended to describe activities that expose students to the world of work, that are of short duration, with no follow-up activities, and that are not connected to the delivery of curriculum. For example, members of the community (i.e., firefighter, architect, engineer) visit a school and describe to students what they do in their job and the service they provide; or, students visit a water treatment plant and learn about all of the kinds of jobs needed to run it: environmental scientists and engineers, lab technicians, machinists, health and safety coordinators, financial managers.

#### ***Significant career information influencing curriculum***

This activity involves more in-depth career information than one-time visits. For example, a teacher may develop a social studies unit on health care and each day present information about a different type of health care provider (i.e., doctor, nurse, ambulance driver, physical therapist, etc.).

#### ***Integration of Academic and Work-Related Curricula***

Integration at the elementary school level can occur in a variety of ways. Integration can involve creating curriculum that allows students to see subject matter in an occupational context. For example, students explore how different occupations use basic science and mathematics principles.

Integration can also involve using academic skills while learning about the occupational context. For example, with activities before in preparing for a career fair, students write papers about various occupations. In this example, the career information is used to teach writing, research, and communication skills.

#### III. PUBLIC ELEMENTARY SCHOOL STUDENT PARTICIPATION—CAREER AWARENESS ACTIVITIES

At the elementary school level, students may have opportunities to participate in a variety of CAREER AWARENESS ACTIVITIES that are designed to make students aware of the broad range of careers and/or occupations available in the world of work. The following table describes different activities that represent increasingly systematic and complex forms of career awareness activities. Descriptions and examples of these activities are provided in the Progress Measures Supplement.

How many elementary schools are participating in each activity? Schools may be counted in more than one activity.

Complete each line. Enter zero (0) for none. If you do not know the number of schools participating, please circle the (-1) in the “Don’t Know” column.

Activity	Number of Public Elementary Schools	Don’t Know
One-time events (e.g., field trips, speakers, films)	_____	<u>(-1)</u>
Significant career information influencing the delivery of curriculum (e.g., career fairs, curriculum units)	_____	<u>(-1)</u>
Integration (e.g., curriculum that allows students to see subject matter in an occupational context or involves using academic skills while learning about the occupational context)	_____	<u>(-1)</u>

Are there schools in which none of these activities occur?

Yes      No      *(Circle one.)*

If yes, how many schools? \_\_\_\_\_

## Categorizing Career Awareness Activities

Placement of school activities depends on several things. Take the example of career fairs. If it is an activity students attend, with no preparation or followup, it should be coded as a one-time event. If the career fair were attached to classroom discussions describing occupations in terms the subject matter students would need to master to gain entry, it should be coded as significant career information. If the career fair is part of a larger unit, with students using examples from work situations to learn academic skills, it should be coded as integration.

## SECTION IV. PUBLIC MIDDLE/JUNIOR HIGH SCHOOL PARTICIPATION—CAREER EXPLORATION ACTIVITIES

In this section a middle school may be counted as participating in more than one activity. For example, a school may provide students with opportunities to use a career resource center, as well as offer formal counseling sessions. You would then count this school twice, once for “Career self-exploration” and once for “Teacher- or counselor-facilitated exploration.”

A note on double counting: although you may count the same schools twice here, please do not count the same activity in more than one category (school level).

### Career self-exploration by students

This category is intended to include activities which provide opportunities for students to explore careers but the instruction and guidance by teachers is not an integral part of the activity. Examples include: providing opportunities during the school day for students to use databases or computer software describing careers; use of resource centers; and access to career-related publications.

### Teacher/counselor-facilitated exploration

This category is intended to include career exploration activities in which teacher and/or guidance counselors are an integral part of the activity. For example, teacher/ guidance counselors may administer a career interest test and discuss the results with students. Teachers/guidance counselors may create lessons with career awareness themes or integrate academic and work-related curriculum.

### Structured exploration

This category is intended to include policies or activities that are a structured part of the school. These activities represent an institutional commitment to school-to-work.

#### IV. PUBLIC MIDDLE/JUNIOR HIGH SCHOOL PARTICIPATION—CAREER EXPLORATION ACTIVITIES

At the middle/junior high school level, students may have opportunities to participate in a variety of CAREER EXPLORATION ACTIVITIES that are designed to provide some exposure to career options. The following table describes different activities that represent increasingly systematic and complex forms of these activities. Descriptions and examples of these activities are provided in the Progress Measures Supplement.

How many public middle/junior high schools are participating in each activity? Schools may be counted in more than one activity.

Complete each line. Please enter zero (0) for none. If you do not know the number of schools participating, please circle the (-1) in the “Don’t Know” column.

Activity	Number of Public Middle/Junior High Schools	Don’t Know
Career self-exploration by students (e.g., using databases, resource centers, publications)	_____	<u>(-1)</u>
Teacher- or counselor-facilitated exploration (e.g., counseling, classroom curriculum with career awareness themes, or curriculum in which academics and work-related themes are integrated)	_____	<u>(-1)</u>
Structured exploration (e.g., creating individual learning plans for students which include career awareness development, job shadowing, mentoring, and career-related elections.)	_____	<u>(-1)</u>

Are there schools in which none of these activities occur?

Yes      No      (Circle one)

If yes, how many schools? \_\_\_\_\_

## SECTION V. CHARACTERISTICS OF PUBLIC SECONDARY SCHOOL STUDENTS IN THE PARTNERSHIP

In this section please provide background information for all secondary students in your partnership whether or not they are involved in school-to-work activities. Please note that Section 402 of the STWOA asks that you be able to provide this information for the students you serve.



Please be sure to report raw numbers, not percentages.

### Definitions for STW Participation Demographics

**Racial/Ethnic Groups** are defined in accord with government classifications (National Center for Education Statistics):

White (W): A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. Normally excludes persons of Hispanic origin.

Black (B): A person having origins in any of the black racial groups in Africa. Normally excludes persons of Hispanic origin.

Hispanic (H): A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Asian or Pacific Islander (A): A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands.

American Indian or Alaskan Native (NAM): A person having origins in any of the original peoples of North America and maintaining cultural identification through tribal affiliation or community recognition.

**Limited English Proficiency (LEP)**. The 1988 Bilingual Education Act describes a limited English proficient student as one who (1) meets one or more of the following conditions: the student was born outside of the United States or whose native language is not English; the student comes from an environment where a language other than English is dominant; or the student is American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his/her level

### V. CHARACTERISTICS OF PUBLIC SECONDARY SCHOOL STUDENTS IN THE PARTNERSHIP

Please provide data about the characteristics of all public secondary school students in your local partnership. Count all students whether or not they are involved in school-to-work activities.

If none of the information requested is available, check ☐ and skip to Section VI.

Complete each line. Please enter zero (0) for none.

Student Characteristics	All Public Secondary School Students
<b>Gender</b>	
Male	_____
Female	_____
<b>Race/Ethnicity</b>	
White, not of Hispanic origin (W)	_____
Black, not of Hispanic origin (B)	_____
Hispanic (H)	_____
Asian or Pacific Islander (A/PI)	_____
American Indian or Alaskan Native (NAM)	_____
Other	_____
<b>Disability</b>	_____
<b>Free/Reduced-Price Lunch Eligible</b>	
Yes	_____
No	_____
<b>Limited English Proficiency</b>	_____
<b>Academically Talented</b>	_____

of English language proficiency; and (2) has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in English-only classrooms.

**Disability.** The 1990 Americans with Disabilities Act defines individuals with disabilities as including any individual who (1) has a physical or mental impairment and substantially limits one or more of the major life activities of that individual; (2) has a record of an impairment described in (1); or (3) is regarded as having an impairment described in (1). This definition includes any individual who has been evaluated under Part B of the Individuals with Disabilities Education Act and determined to be an individual with a disability who is in need of special education and related services; and any individual who is considered disabled under section 504 of the Rehabilitation Act of 1973. At the secondary level, counts of disabled students are typically based on whether a student has an Individualized Education Plan (IEP). With regard to the descriptions above, please be certain in your student counts to include students with the following types of disabilities: learning disabilities, speech and language impairment, severe emotional disabilities, mental retardation, and other physical disabilities.

**Free/Reduced-Price Lunch Eligible.** The National School Lunch Program's assistance program for low income children. Families with school-aged children who fall below the poverty level and have no other significant assets are eligible to receive government assistance in the form of free or reduced-price school lunches.

**Academically talented students.** Not defined in any legislation at the federal level; use state or local definition as appropriate.

## **SECTION VI. PUBLIC SECONDARY SCHOOL PARTICIPATION—SCHOOL-BASED LEARNING ACTIVITIES**

### **PART A: Number of Public Schools and Students Participating**

These questions focus on public secondary school STW activities that take place at the school. In this section, secondary schools or students may be counted as participating in more than one activity. For example, if a class curriculum contains consistent references to the world of work and also integrates academic and work-related curriculum, you may count the students in these classes in more than one activity, but please do not count the same activity in more than one category.

Please be sure to take a moment and check that the number of schools and students reported for any single activity does not exceed the number of secondary schools or students reported in Section I-A (page 1).



Each of the activities described below is intended to measure an increasingly complex form of integration.

#### ***Academic curriculum is enhanced with references to the world of work***

This activity may include classes in which references to the world of work are an integral part of the curriculum. For example, a math teacher uses occupation-related examples in teaching concepts in a geometry course.

## Academic and career preparation curriculum are integrated

Curriculum is integrated when academic and occupational or career subject matter normally offered in separate courses are taught in a manner that emphasizes relationships between the disciplines. Integrated curriculum may take several forms, including introducing more academics into career preparation courses, aligning career preparation and academic curricula, and comprehensive programs that organize all instruction around career major themes. (In this survey, career major is interchangeable with career cluster and career pathway.)

## Work-based learning experiences are connected to integrated curriculum

In addition to an integrated curriculum, students may also have the opportunity to participate in work-based learning activities that are connected to what they are learning in school. For example: Students can choose a career cluster and academic and career preparation curriculum are integrated. In addition, students have the opportunity to participate in a work-based learning experience related to their career cluster. The richest activities develop an understanding of all aspects of an industry, from technical production skills to labor-management relations to financial planning.

**VI. PUBLIC SECONDARY SCHOOL PARTICIPATION—SCHOOL-BASED LEARNING ACTIVITIES**

**Part A: Number of Public Schools and Public School Students Participating**

At the secondary school level, students may have opportunities to participate in a variety of SCHOOL-BASED LEARNING ACTIVITIES that connect classroom instruction directly to work. Descriptions and examples of these activities are provided in the Progress Measures Supplement.

How many high schools and high school students in your local partnership are participating in each activity? Schools and students may be counted in more than one activity.

Please provide demographic data for these students on the following page.

Complete each line. Please enter zero (0) for none. If you do not know the number of schools participating, please circle the (-1) in the "Don't Know" column.

**PART A**  
**PARTICIPATING PUBLIC SECONDARY**  
**SCHOOLS AND STUDENTS**

Activity	Number of Schools	Number of Students	Don't Know
Academic curriculum is enhanced with references to the world of work (e.g., math teacher uses occupation-related examples in teaching geometry)			(-1)
Academic and work-related curriculum are integrated (e.g., introducing more academics into career preparation courses, programs organized around career majors)			(-1)
Work-based learning experiences are connected to integrated curriculum (e.g., students participate in internship related to their career cluster)			(-1)

Are there schools in which none of these activities occur?

**Yes**      **No**      *(Circle one)*

If yes, how many schools? \_\_\_\_\_ and how many students? \_\_\_\_\_

Part B of this question continues on the following page

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## PART B: Characteristics of Participating Students

Please enter the demographic information for students from PART A. You may refer to the definitions in Section III. Report raw numbers, not percentages. Please note that Section 402 of the STWOA asks that you be able to provide this information.



Please be sure to take a moment and check that the number of students for which demographic information is reported equals the total number of students reported in Part A.

## SECTION VII. PUBLIC SECONDARY SCHOOL PARTICIPATION—WORK-BASED LEARNING

### PART A: Number of Public Schools and Public School Students Participating

These questions are focused on secondary STW activities that take place at a work site. Because students may participate in more than one activity, you may count students more than one time. Please report activ-



ities for secondary students only. You may count students who are paid as well as those who are unpaid.

### **Work-based job shadowing**

Job shadowing typically occurs in late middle or early high school. A student observes an employee at a firm to learn about a particular occupation or industry.

### **Work-based mentoring**

Work-based mentoring involves providing an opportunity for a student to be matched with a work-based mentor. A workplace mentor, as defined in the STWO Act, is “an employee or other individual, approved by the employer at a workplace, who possesses the skills and knowledge to be mastered by a student, and who instructs the student, critiques the performance of the student, challenges the student to perform well, and works in consultation with classroom teachers and the employer of the student.”

### **Internship**

Student internships are situations where students work for an employer for a specified period of time to learn about a particular industry or occupation. Student’s workplace activities many include special projects, a sample of tasks from different jobs, or tasks from a single occupation. These may or may not include financial compensation. (Source: School-to-Work Glossary)

### **Youth/Pre-apprenticeship**

Youth/pre-apprenticeship combines school and work-based learning in a specific occupational area or occupational cluster and is designed to lead directly into either a related postsecondary program, entry level job, or registered apprenticeship program. These apprenticeships may or may not include financial compensation.

### **Registered Apprenticeship**

Registered apprenticeship describes those programs that meet specific federally approved standards designed to safeguard the welfare of apprentices. The programs are registered with the Bureau of Apprenticeship and Training (BAT), the U.S. Department of Labor, or one of 27 State Apprenticeship Agencies or Councils approved by BAT. Apprenticeships are relationships between an employer during which the worker, or apprentice, learns an occupation in a structured program sponsored jointly by employers and labor union or operated by employers and employee associations. (Source: School-to-Work Glossary)

**VII. PUBLIC SECONDARY SCHOOL PARTICIPATION—WORK-BASED LEARNING**

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**Part A: Number of Public Schools and Public School Students Participating**

At the high school level, students may have opportunities to participate in a variety of WORK-BASED LEARNING ACTIVITIES that allow them to observe and participate in work and employment preparation. Descriptions and examples of these activities are provided in the Progress Measures Supplement.

How many high schools and high school students in your local partnership are participating in each activity below? Include both paid and unpaid positions. Schools and students may be counted in more than one activity.

Please provide the demographic data for these students on the following page.

Complete each line. Please enter zero (0) for none. If you do not know the number of schools participating, please circle the (-1) in the “Don’t Know” column.

**PART A**  
**PARTICIPATING PUBLIC SECONDARY SCHOOLS AND STUDENTS**

Activity	Number of Schools	Number of Students	Don't Know
Work-based job shadowing	_____	_____	(-1)
Work-based mentoring	_____	_____	(-1)
Internships	_____	_____	(-1)
Youth/Pre-apprenticeships	_____	_____	(-1)
Registered apprenticeships	_____	_____	(-1)
Cooperative Education (Co-Op)	_____	_____	(-1)
School-Based Enterprise/ Community Service/Service Learning	_____	_____	(-1)

Are there schools in which none of these activities occur?

☐ **Yes**    
 ☐ **No**    
 (*Circle one*)

If yes, how many schools? \_\_\_\_\_ and how many students? \_\_\_\_\_

But But this question continues on the following page

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***Cooperative Education (Co-Op)***

Cooperative education is a structured method of instruction whereby students alternate or coordinate their high school or postsecondary studies with a job in a field related to their academic or occupational objective. Students and participating businesses develop written training and evaluation plans to guide instruction, and students receive course credit for both their classroom and work experiences. Credit hours and intensity of placements often vary with the course of study. (Source: School-to-Work Glossary of Terms)

***School-Based Enterprise (SBE)***

A school-based enterprise is an enterprise in which goods or services are produced by students as part of their school program. School-based enterprises typically involve students in the management of a project that may involve the sale of goods for use by others. Enterprises may be undertaken on or off the school site but are always part of the school's programs. (Source: School-to-Work Glossary of Terms)

***Service Learning***

Service learning is an instructional method that combines community service with a structured school-based opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning. Although most service-learning activities vary by educational purpose, most programs balance students' need to learn with recipients' need for service. Students benefit by acquiring skills and knowledge, realizing personal satisfaction and learning civic responsibility, while the community benefits by having a local need addressed. (Source: School-to-Work Glossary of Terms)

**PART B: Characteristics of Participating Students**

Please enter the demographic information for students from PART A. You may refer to the definitions in Section III. Report raw numbers, not percentages. Please note that Section 402 of the STWOA requires that you be able to provide this information for the students you serve.

## SECTION VIII. EMPLOYER PARTICIPATION IN YOUR LOCAL SCHOOL-TO-WORK PARTNERSHIP

Please note that questions one through five pertain to private businesses only; questions six and seven pertain to public and non-profit employers.

### VIII. EMPLOYER PARTICIPATION IN YOUR LOCAL SCHOOL-TO-WORK PARTNERSHIP

In each of the following questions, please describe employer participation by size of business establishment: small (0-49 employees); medium (50-499 employees); or large (500 or more employees). If you do not know, please list it under "Unknown size." Questions one through five pertain only to private sector employers. Questions 6 and 7 pertain to public and non-profit employer participation.

#### 1) Number of private business establishments participating

How many private business establishments, by size, are participating in your partnership? We need to know the number participating, NOT the total number of businesses in the area. Participation may include attending meetings, offering work-site opportunities, contributing money or in-kind goods and services, etc. If a business has more than one site, please count each site that is participating.

Small (0-49 employees) \_\_\_\_\_

Medium (50-499 employees) \_\_\_\_\_

Large (500 or more employees) \_\_\_\_\_

Unknown size \_\_\_\_\_

#### 2) Number of private business establishments offering work-based learning positions

How many private business establishments, by size, offer work-based learning positions to students? If a single business offers work-based learning experiences at more than one site, please report the number of sites.

Small (0-49 employees) \_\_\_\_\_

Medium (50-499 employees) \_\_\_\_\_

Large (500 or more employees) \_\_\_\_\_

Unknown size \_\_\_\_\_

#### 3) Number of positions available (slots) at private business establishments

How many student work-based learning positions in private business establishments, by size, are available in your partnership? If a position is available to more than one student during the reporting period, please count that position more than once. For example, if during this reporting period, a business offered a month-long internship position once in January and once in April, you would count this position twice.

Small (0-49 employees) \_\_\_\_\_

Medium (50-499 employees) \_\_\_\_\_

Large (500 or more employees) \_\_\_\_\_

Unknown size \_\_\_\_\_

## SECTION IX. PUBLIC SECONDARY SCHOOL GRADUATION AND IMMEDIATE POSTSECONDARY TRANSITION

States and school districts have different bases upon which they calculate high school graduation rates. Please use the prevailing definition and note that definition in the space provided.

Immediate Postsecondary Transition is generally defined as the percentage of high school graduates enrolled in a postsecondary institution the October following graduation.

We recognize that your state or local school district may use a slightly different definition. If so, you may use your own definition, but please include a one or two-sentence description of your definition.

### IX. PUBLIC SECONDARY SCHOOL GRADUATION AND IMMEDIATE POSTSECONDARY TRANSITION

If you do not know the graduation rates for any public secondary school in your partnership, please check. ☐

If you do not know the postsecondary transition rates for any public secondary school in your partnership, please check. ☐

For the most recent year for which data are available, what was the secondary school graduation rate at each public secondary school in your local partnership? If there is more than one secondary school in your local partnership, please enter each school on a separate line below. If you need additional space, please use the reverse side of this form.

States and school districts have different bases upon which they calculate secondary school graduation and immediate postsecondary transition rates.

Please use the prevailing definitions and note those definitions in the space provided below.

Public Secondary School Name	Graduation Rate	For Which Year	Postsecondary Transition	For Which Year
	%		%	
	%		%	
	%		%	
	%		%	
	%		%	
	%		%	
	%		%	

**A. Estimate the amount of other funding your partnership received from Public and/or Private sources.**

## X. FUNDING

The questions below all pertain to the period from July 1, 1996–June 30, 1997. Complete each line. Please enter zero (0) for none. If you do not know the response to a question, please circle the (-1) in the "Don't Know" column.

- A.** Estimate the amount of funding your partnership received other than funding received under the School-to-Work Opportunities Act from your state or the federal government:

Public sources  
(e.g., schools, county, city agencies, etc.) \_\_\_\_\_ Don't Know \_\_\_\_\_ (-1)

Private sources  
(e.g., businesses, individuals, etc.) \_\_\_\_\_ Don't Know \_\_\_\_\_ (-1)

- B** Estimate the dollar value of the *in-kind contributions* your partnership received. In-kind contributions might include dedicated staff, provisions of office space, equipment, supplies, or expertise.

Public sources  
(e.g., schools, county, city agencies, etc.) \_\_\_\_\_ Don't Know \_\_\_\_\_ (-1)

Private sources  
(e.g., businesses, individuals, etc.) \_\_\_\_\_ Don't Know \_\_\_\_\_ (-1)

Please describe these contributions in the box below:

[illegible]